



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 21, 2022

The Honorable Jillian Balow  
Superintendent of Public Instruction  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218

Dear Superintendent Balow:

I am writing in response to the Virginia Department of Education's (VDOE) September 19, 2022, request to the U.S. Department of Education (Department), updated on October 19, 2022, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the U.S. Department of Education (the Department) for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Virginia's amended State plan. A summary of the Virginia's amendment is enclosed. This letter, as well as Virginia's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Virginia's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Virginia's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Virginia's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the VDOE has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact Collette Roney of the Office of School Support and Accountability at: [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,

Adam A. Schott  
Deputy Assistant Secretary for Policy and Programs  
Office of Elementary and Secondary Education

Enclosure

cc: Amy Siepka, VDOE Director of Accountability

400 MARYLAND AVE., SW, WASHINGTON, DC 20202  
<http://www.ed.gov/>

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

## **Amendment to the Virginia Consolidated State Plan**

The following is a summary of the Virginia Department of Education’s (VDOE) amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for Virginia’s complete consolidated State plan.

### **Title I, Part A**

- *Subgroups*  
The Virginia Department of Education (VDOE) added a multiple races subgroup to the major racial and ethnic student groups VDOE uses for Title I accountability.
- *Long-Term Goals – Academic Achievement*  
VDOE established new long-term goals (LTGs), measurements of interim progress (MIPs), and baseline data for academic achievement in reading/language arts and mathematics to correspond to Virginia’s new statewide assessments in reading/language arts and mathematics.
- *Long-Term Goals – Graduation Rate*  
The Department acknowledges that VDOE shifted forward its LTGs and MIPs for graduation rate by two years, consistent with the previously approved ESEA State Plan Addendum.
- *Long-Term Goals – English Language Proficiency*  
The Department acknowledges that VDOE shifted forward its LTGs and MIPs for progress in achieving English language proficiency by two years, consistent with the previously approved ESEA State Plan Addendum.
- *Other Academic Indicator*  
For accountability determinations in fall 2022 only, based on data for the 2021-2022 school year, VDOE revised its measure of student academic growth. VDOE will compare a student’s spring 2022 score to the student’s spring 2021 score; if the student does not show academic growth in this first comparison, VDOE will compare the student’s spring 2022 score to the student’s score on VDOE’s shorter fall 2021 assessments of prior year content. For accountability determinations in fall 2022 only, VDOE also revised the value table it uses to measure student academic growth to consider ranges of scale scores rather than performance levels.
- *School Quality and Student Success Indicator*  
The Department acknowledges that VDOE shifted forward its LTGs and MIPs for its SQSS indicator for chronic absenteeism by two years, consistent with the previously approved ESEA State Plan Addendum.

VDOE added an LTG, MIPs, and baseline data for its SQSS indicator for chronic absenteeism for its new multiple races subgroup.

VDOE also added additional detail regarding use of its SQSS indicator for Standards of Accreditation in its system of annual meaningful differentiation. The indicator will be based on the most recent single school year of data from the three school years of data VDOE uses for its

Standards of Accreditation ratings. To reflect changes for the SQSS indicator for Standards of Accreditation, VDOE made conforming revisions to sections for its system of annual meaningful differentiation and school identification methodologies for comprehensive and targeted support and improvement.

- *School Identification Methodology – Comprehensive Support and Additional Targeted Support and Improvement*  
The Department acknowledges that VDOE revised its timeline for identifying schools for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) to identify schools in fall 2022 consistent with its approved ESEA State Plan Addendum.
- *Exit Criteria – Additional Targeted Support and Improvement Timeline*  
The Department acknowledges that VDOE revised its exit criteria for schools identified for ATSI to extend until fall 2024 the time for the schools to exit this status before becoming CSI schools consistent with its previously approved ESEA State Plan Addendum.
- *Exit Criteria – Comprehensive Support and Improvement Number of Years*  
The Department acknowledges that VDOE revised the number of years in which a CSI school must meet Virginia’s criteria for a school to exit CSI status before the school must take more rigorous State-determined action to not count the 2019-2020 or 2020-2021 school years consistent with its previously approved ESEA State Plan Addendum.